DOCUMENT RESUME

ED 329 079 EC 300 075

AUTHOR Sigafoos, Jeff; Linz, Mary Hubbard
TITLE Behavior Management for Direct Care Staff Serving Persons with Developmental Disabilities. A Review of Inservice Training Materials.
INSTITUTION Minnesota Univ., Minneapolis. Inst. on Community Integration.
SPONS AGENCY Administration on Developmental Disabilities (DHHS), Washington, D.C.; Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.
PUB DATE Jul 89
NOTE 45p.
PUB TYPE Reference Materials - Bibliographies (131) -- Book/Product Reviews (072)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adults; *Attendants; Autism; *Behavior Change; Behavior Modification; Behavior Problems; *Developmental Disabilities; Elementary Secondary Education; Human Services; Material Development; Paraprofessional Personnel; Parent Education; *Staff Development; Values

ABSTRACT

The guide describes and evaluates 20 resource materials intended to help in training direct-care staff in behavior management issues involving persons with developmental disabilities. Each description provides the bibliographic reference for the material being evaluated, information on the target audience, a summary, a review, and an address and phone number for obtaining the material. The materials reviewed address such topics as: paraprofessional training; behavioral techniques; behavior management groups for parents; behavior management training; strategies for human service workers; the transition from special education to adult services; neighborhood living; non-aversive behavior modifications; problem behavior management; observing behavior; teaching individuals with autism; values-based skills training; and the valued outcomes system. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED329079

Behavior Management

For Direct Care Staff Serving Persons with Developmental Disabilities

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A Review of Inservice Training Materials

July 1989

by Jeff Sigafoos and Mary Hubbard Linz
Institute on Community Integration
University of Minnesota

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert Bruininks

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 300075

INTRODUCTION

There has long been a critical need for adequate training of direct-care staff in behavior management issues involving persons with developmental disabilities. As increasing numbers of persons with developmental disabilities move into communities, this need becomes even more acute.

Many organizations and professionals have responded by developing training materials. The purpose of this guide is to assist consumers in selecting those resources best suited to their direct-care staff training needs. By no means exhaustive, these reviews instead sample the range of currently available products and offer our evaluations of each. It is hoped that by using this guide, program directors and training coordinators, as well as other supervisory personnel in group home, vocational, or preservice settings, will be better able to access quality training materials, thereby ensuring the highest possible caliber of service for persons with developmental disabilities.

Jeff Sigafoos, M.A.
Mary Hubbard Linz, Ph.D.

Institute on Community Integration
University of Minnesota
Minneapolis, MN 55455

The opinions expressed in this publication are those of the authors, and do not necessarily reflect the views of the Institute on Community Integration or its funding sources. This publication is made possible, in part, by funding from the Administration on Developmental Disabilities and the Minnesota Governor's Planning Council on Developmental Disabilities. The University of Minnesota is an equal opportunity employer.

TABLE OF CONTENTS

(by publication title)

- A Training Program for Paraprofessionals Working in Special Education and Related Services 3
- Adult Behavioural Consultation Service Staff Training Workshop Manual 5
- Alternatives for Persons Who Are Behaviorally Challenged 7
- An Introduction to Behavioral Techniques 9
- Behavioral Management for People with Developmental Disabilities 11
- Behavior Management Group for Parents of Children with Developmental Disabilities: A Curriculum Guide for Group Leaders 13
- Behavioral Management Training Manual 15
- Behavior: Practical Strategies for Human Service Workers 17
- How to Teach Series 19
- Introduction to Serving Persons with Developmental Disabilities 21
- Lifestyles: A Self-Guided Approach for Persons in Transition From Special Education to Adult Living and Working Environments 23
- Managing Behavior Series 25
- Neighborhood Living Project: Behavior Management Package 27
- Non-aversive Behavior Modifications: Lecture Notes 29
- Problem Behavior Management: Educator's Resource Service 31
- Teaching Children with Special Needs: Program #4, Observing Behavior 33
- Teaching in the Adjustment Training Center: A Training Manual 35
- Teaching the Autistic Series 37
- Value-Based Skills Training Curriculum 39
- Valued Outcomes System: Basic Inservice Training Package 41

3 A Training Program for Paraprofessionals Working in Special Education and Related Services

Reference:

Pickett, A. L. (Project Director) (1988). A training program for paraprofessionals working in special education and related services. New York: City University of New York, National Resource Center for Advanced Study in Education (185 pages).

Target Audience:

Teacher assistants and direct-care staff for children or adults with developmental disabilities.

Summary:

Orienting paraprofessionals to their role in special education, this series of five modules includes sections covering the rights of students, the responsibilities of the paraprofessional, instructional strategies, and emergency, health, and safety procedures. Designed for preservice or inservice training, the manual is constructed as an expanded outline with accompanying narrative, materials (handouts, transparencies), and suggested participant activities. The manual provides a detailed and well organized plan to follow when training groups of paraprofessionals in special education and other settings where they serve children or adults with developmental disabilities.

Review:

Paraprofessionals in special education are being expected to assume more roles and responsibilities as their numbers increase. As a result, there is a great need for adequate preservice and inservice training of these individuals. This manual is intended to guide a series of preservice/ inservice programs by offering a general orientation to the roles and responsibilities of paraprofessionals.

The manual is a loose-leaf collection of 185 pages divided into five modules. Modules are further divided into units that serve as the basis for separate inservices. Each unit lists the competencies expected of the paraprofessional upon completion of training, an overview of the unit, instructional objectives, the approximate training time, and materials the presenter will need for teaching that particular unit. In addition to the outline for preparing presentations on unit topics, inservice instructors are given detailed procedures to follow in conducting the presentation for each unit and are provided with narrative of the topic for developing a lecture. Furthermore, numerous suggested activities are described and all necessary handouts, worksheets, and transparencies are included in the manual.

The detailed organization of this manual makes it relatively easy for even the novice presenter to prepare useful inservice/preservice training. One potential disadvantage is the substantial time investment required. Although preparation time will be minimal due to the format of the manual, at least 24 hours are recommended to present the 12 units. An additional 16 hours are recommended for teaching first-aid and CPR. However, weekly inservices of 2-3 hours would lead to completion of the units in a reasonable time frame.

The five major topics covered are sequenced in a logical order. The first topic, understanding the roles and responsibilities of paraprofessionals, serves as a good orientation to the entire program. Next, the population under consideration -- students with special needs -- is defined and described. This unit contains information on handicaps in general and suggestions for activities where participants simulate the experience of having a handicap (e.g. blindness). Following this is a well conceived discussion of legal rights that includes a brief overview of P.L. 94-149 and related legislation plus indepth coverage of the principle of normalization. Instructional strategies are described in the fourth module with units on assessment, observing and recording behavior, writing goals and objectives. Teaching and behavior management techniques are also presented. Development of the Individualized Education Plan (IEP) is included as a separate unit. Emergency health and safety procedures are found in the final module; outside consultation for first-aid and CPR training is recommended to complement this material.

The activities and supplemental materials provided within each of the above content areas help round out the lecture materials and give participants hands-on experience in a variety of activities that will form the bulk of the paraprofessional's role. One disadvantage of this training material is the limited coverage of basic behavioral principles. However, a knowledgeable trainer could easily supplement the manual to strengthen the units dealing with these topics.

In summary, this manual provides a well organized and detailed set of outlines, procedures, narrative, activities, and materials for organizing a series of inservice/preservice training opportunities. Though it is oriented towards paraprofessionals serving as assistants to special education teachers in classroom sites, it's equally appropriate for direct-care staff in a variety of settings who serve children or adults with developmental disabilities.

Available through:

The National Resource Center for Paraprofessionals in
Special Education and Related Services,
Center for Advanced Study in Education
Graduate School, City University of New York
33 West 42nd Street
New York, New York 10036
(212) 719-2190

5 Adult Behavioural Consultation Service Staff Training Workshop Manual

Reference:

Davis, J. R., et al. (1987). Adult Behavioural Consultation Service Staff Training Workshop Manual. Hamilton, Ontario: Chedoke-McMaster Hospitals (86 pages).

Target Audience:

Supervisory and direct-care staff serving adults with developmental disabilities in residential settings.

Summary:

This manual is comprised of 10 expanded outlines. Material in each outline is designed for presentation in 10 weekly workshops of approximately 2 hours each. Basic behavioral principles for developing, implementing and evaluating habilitative programs are introduced. During the course of the workshops, participants design, implement, and evaluate a behavior change program based upon skills acquired in each weekly session. Forms and checklists are included to assist participants in completing each step of their applied "mini" project. Overall, the manual provides a useful set of outlines for organizing a series of staff training workshops.

Review:

Designing, implementing and evaluating behavior change programs for persons with developmental disabilities is a complex process. This manual task-analyzes this process into 10 manageable inservice presentations. Each presentation outline is designed to be used by a knowledgeable leader to guide weekly workshops. Approximately 2 to 2-1/2 hours of material is included for each session. One benefit of using these outlines is that for each topic a recommended length of time to devote to its coverage is given. This will assist presenters to stay "on-track." In addition, all necessary forms and checklists for participant activities are included in the package. One disadvantage, however, is that the outlines may not be detailed enough in some areas to be used by presenters unfamiliar with the concepts under discussion.

In terms of content, the materials provide a general overview of essential principles and teaching procedures. In addition, measurement, assessment, and evaluation issues are given sufficient coverage. Emphasis is placed on analyzing the conditions under which behaviors, especially problem behaviors, occur. Participants are also given instruction on how to apply such "ABC" assessment data to the design of an intervention program. While the outlines stress the importance of positive approaches to the management of excess behaviors, coverage is also devoted to decelerative procedures (e.g., overcorrection, time-out).

One feature of this workshop series that will be especially valuable to participants is the project in which they design, implement, and evaluate a behavior change program. The forms, guidelines, checklists, and feedback provided for this activity make it a useful learning experience. One disadvantage to using these materials is that they require a commitment to deliver 10 weekly workshops from a presenter who is knowledgeable in applied behavior analysis. A recommended alternative would be for a skilled presenter to deliver the workshops to supervisory personnel who could in turn train direct-care staff.

Overall, these expanded outlines are a useful guide for workshops training either supervisory or direct-care staff to design, implement, and evaluate behavior change programs for adults with developmental disabilities. Use of these materials has been demonstrated to promote positive staff attitudes regarding their own competence in managing problem behaviors and, when combined with supervisor feedback, resulted in increased positive interactions between staff and persons with developmental disabilities (Davis, McEachern, Christensen, & VantVoort, 1987).

Available through:

John R. Davis, Ph.D.
Psychology, Residence 36
Chedoke Hospital
Box 2000, Station "A"
Hamilton, Ontario L8N 3Z5
(416) 521-2100

Reference

Davis, J. R., McEachern, M. A., Christensen, J., & VantVoort, C. (1987). Behavioral skills workshop for staff and supervisor in a community residence for developmentally handicapped adults. Behavioral Residential Treatment, 2, 25-36.

7 Alternatives for Persons Who Are Behaviorally Challenged

Reference:

Boeckmann, D., Cardelli, G., & Jacobs, J. (1987). Alternatives for persons who are behaviorally challenged. Richfield, MN: Intermediate District 287, Hennepin Technical Centers (61 pages).

Target Audience:

Special education teachers for students with moderate to severe disabilities.

Summary:

This manual is intended for special education teachers serving students with moderate to severe disabilities who may also exhibit excess behaviors. Three major sections outline a model for the assessment, program development, and program evaluation of individualized behavior plans. In addition, a separate section describes the role of behavior review committees in public schools. At the end of the text is a useful reference list. Major sections consist of descriptive narrative, as well as assessment, program development, and data collection forms. These forms, along with the descriptions on how they can be used, make this a very practical manual.

Review:

As the number of students with moderate to severe disabilities attending public schools increases, there is a growing need for special education teachers who are skilled in managing excess behaviors in the classroom. The intent of this manual is to facilitate program development and evaluation by providing practical information for teachers to use in the assessment of excess behaviors. The principle of normalization and the importance of individualized instruction in functional, age-appropriate activities are emphasized.

One of the first agenda items for a teacher presented with excess behavior is to conduct a thorough assessment of the behavior, as well as to collect information regarding the student's likes and dislikes. It is appropriate, therefore, that the first major section of this text covers assessment issues. Included in this discussion are procedures for identifying the environmental antecedents and consequences to the problem behavior, as well as any possible communicative intent served by the excess. Useful questionnaires are provided to assist teachers in identifying controlling variables, including forms for determining possible reinforcers, disliked objects or activities, and idiosyncratic learning styles. At the close of this section, teachers are encouraged to analyze an activity to determine if it is age-appropriate, functional, and consistent with a given student's individual characteristics; a useful form is provided to assist this analysis. All these forms could be easily used by teachers to collect useful assessment information for development of an appropriate educational plan.

The second section of this manual describes how one develops a program based on the collected information. It includes a brief discussion of reinforcement, of selection of appropriate alternative behaviors to replace excess behaviors, and of environmental adaptations that reduce the occasions for excess omissions and promote student participation. Several of these suggested adaptations are useful and examples illustrate the process in sufficient detail to allow special educators to replicate them. For more indepth coverage of reinforcement and instructional strategies a supplemental text would be needed.

Evaluation of a behavioral program's effectiveness is described in the last major section. Several data collection systems with accompanying forms are presented. Translation of collected data into visual displays is also presented with illustrative examples that are relatively standard and represent the most typical data management systems. If more atypical data collection systems are needed, outside materials would need to be consulted.

The text closes with a brief discussion of the role of behavioral review committees and a short list of references. Overall, this manual appears to be useful for teachers who are presented with the task of assessing excess behaviors and planning intervention programs.

Available through:

Intermediate District 287
Hennepin Technical Centers
1820 N. Xenium Lane
Plymouth, MN 55441
(612) 559-3535

9 An Introduction to Behavioral Techniques

Reference:

Pfriem, D. C., & Wooten, B. M. (1984). An introduction to behavioral techniques (Rev. Ed.). Edina, MN: REM Consulting & Services, Inc. (73 pages).

Target Audience:

Direct service staff implementing habilitation programs for persons with mental retardation.

Summary:

Described as a self-learning text, An Introduction to Behavioral Techniques provides a general overview of a few major principles underlying behavior modification, as well as a brief description of standard behavior change techniques. Six major sections of narrative in an expanded outline format are followed by sentence completion reviews. There is also an application exercise and post-test at the end of the text that assess recall of the components in a sample behavior management program and factual information from the text in general.

Review:

The stated objectives of this text indicate that readers should be able to, a) "discuss the usefulness of behavior techniques"; b) "answer questions, with 85% accuracy, about terms and techniques used in behavior modification"; and c) "design, implement, and report on the effectiveness of one specific behavioral intervention." In light of the content of the text, the structure of the review exercises, and the practical examples used to illustrate program implementation, readers who conscientiously work through the text should be able to meet these three objectives. However, one limitation of this self-instructional module is the relatively brief nature of the material on each topic. This limitation could probably be corrected by supplementing the module with an introductory text.

The first major content section begins with a distinction between applied and theoretical behavior analysis and closes with a clear alignment towards the applied branch. The major purpose of applied behavior analysis (to produce socially important behavior change) is stated and its principal components listed (e.g., stimuli, responses). After working through and completing the seven fill-in-the-blank review questions at the end of this section, a reader will have learned some basic terminology common to behavior modification programs.

The importance of consequences is presented next. Several charts and graphs help illustrate the similarities and differences between positive and negative reinforcement, as well as punishment and extinction. The treatment may be somewhat confusing due to its brief nature, but the visual displays help its clarity.

Section three deals with the four primary reinforcement schedules: fixed, variable, ratio and interval. Accompanying the definition of each schedule is a brief, but good, discussion of the application of various schedules to acquisition and maintenance phases of intervention programs.

Remaining sections cover programmatic topics such as baseline data collection, A-B designs, measurement of target behaviors, shaping, fading, chaining, and prompting. Illustrative examples accompany selected topics, which may help facilitate transfer of skills learned from the text to practical settings.

The last major section contains a discussion of ethical issues along with discussion of techniques to decelerate behaviors such as extinction, response cost, differential reinforcement, and time-out. Although the treatment is brief, each topic is discussed in a clear and concise manner.

In summary, An Introduction to Behavioral Techniques is an easy-to-follow module that introduces basic terminology and techniques. This text would be appropriate for direct care staff. For more indepth coverage, supplemental texts may be required.

Available through:

REM Consulting & Services, Inc.
6921 York Avenue South
Edina, MN 55435
(612) 925-5067

11 Behavioral Management for People With Developmental Disabilities

Reference:

Amado, R. S., Rudrud, E. H., & Hirschenberger, R. (1984). Behavioral management for people with developmental disabilities. St. Paul, MN: Developmental Disabilities Training Project (89 pages).

Target Audience:

This manual is intended to be used as a content guide for providers of inservice training to direct-care staff serving adults with developmental disabilities in day or residential programs.

Summary:

The behavior management training module is comprised of nine sections intended to be covered in four six-hour inservice presentations. Each section consists of an outline, narrative content, recommended background readings, and suggested review exercises/activities for participants. Topics covered range from a discussion of normalization principles, to programming for generalization, to maintenance of newly acquired skills.

Review:

One area of expertise needed by direct-care staff working with persons labeled developmentally disabled is that of behavior management. This manual provides a curriculum for inservice trainers designed to establish those skills.

Nine topics are presented in the following order: a) philosophical basis, b) strategies, c) assessment, d) behavioral overview, e) increasing behaviors, f) decreasing behaviors, g) legal and ethical issues, h) maintenance and generalization, and i) problem analysis. For each topic there is an outline, a list of expected competencies to be acquired by participants, and narrative content. An overall agenda specifies the sequence to be followed over the course of the four workshops. Although the sequence appears logical there may be insufficient transition material between separate topics. Overall, the format follows a general to specific progression providing good structure to the inservices.

Within each content area, substantial depth is provided. The importance of selecting and teaching useful skills is emphasized. Practices leading to more normalized outcomes for persons with developmental disabilities are also stressed. In addition, the basic principles (e.g., positive reinforcement, prompting, shaping) and measurement techniques (direct observation, graphing) are adequately covered. Details of constructing and analyzing graphed data are particularly well presented. One area neglected in the assessment section concerns the functional analysis of

behavior. There is instead more focus given to the assessment of program effectiveness. Factors promoting generalization and maintenance are also discussed, but not extensively. Included in the content are numerous participant activities and review materials. Sample data forms are provided to illustrate and give participants practice in actually recording data from videotaped examples.

Overall, the content covers most of the basic principles of behavior modification. In addition, attention is devoted to philosophical (e.g., normalization) and ethical (e.g. use of aversive procedure) issues. The manual is intended to serve as a guide for knowledgeable inservice providers.

Available through:

Government Training Service
202 Minnesota Building
46 East Fourth Street
St. Paul, MN 55101
(612) 291-6364

13 Behavior Management Group for Parents of Children With Developmental Disabilities: A Curriculum Guide for Group Leaders

Reference:

Bass, R. W. (1987). Behavior management group for parents of children with developmental disabilities: A curriculum guide for group leaders. Waltham, MA: Shriver Center Monograph, Volume I, The Shriver Center University Affiliated Facility (100 pages).

Target Audience:

This curriculum is intended to be used by providers of inservice training to parents of children with developmental disabilities.

Summary:

This curriculum provides structure, content, and a variety of materials for training parents of children with developmental disabilities to design and implement behavior management programs. The 10 weekly inservice meetings are designed to supplement regular home visits by experienced trainers. Each 2 1/2 hour presentation includes coverage of a basic topic (e.g., observing and measuring behavior, increasing desirable behavior), group learning activities, and individual consultation on specific home projects being carried out by parents. Pre-and post-test questionnaires are provided to evaluate the effectiveness and measure consumer satisfaction. Field tests suggest that the curriculum holds promise for increasing behavior management skills in parents of children with developmental disabilities (Bass, Dube, Foster, & Munson, 1986).

Review:

The three goals of this document are to develop objective and reliable observations of child behavior by parents, to teach parents basic behavioral principles, and to bring about effective parental change of their child's behavior. Based upon a review of the content of this curriculum, it appears to have good potential for achieving each of these goals. In addition, its combination of group center-based and individual home-based dissemination formats will no doubt help ensure the maintenance and generalization of the skills being taught to parents.

The ten group meetings are designed to be led by an experienced trainer using the curriculum materials to guide and structure each session. The 2 1/2 hour weekly inservices are supplemented by regular home visits to monitor the progress of behavior change programs designed and implemented by parents.

These inservice sessions are divided into three sections. Following a brief review of previously discussed topics, the material for the current week is presented using the narrative guide and outline. Typically, group activities provide practice on a particular skill or topic. The final

activity involves consultations and group discussions of individual programs being designed and implemented by parents. The curriculum provides extensive narrative, numerous suggestions for group learning activities, and helpful guidelines for conducting inservice training. In addition, copies of sample assessment forms, questionnaires, letters of introduction, and those items necessary to plan a series of parent training workshops are provided. One advantage in using this curriculum is the standardized format and detailed structure it provides to parent training.

In order of coverage, the specific topics discussed are: a) an introduction to the behavioral approach, (b) observing and measuring behavior, c) increasing desired behavior using antecedents, d) teaching desired behavior -- consequences, e) teaching new behaviors -- shaping and prompting, f) using token reinforcers and star charts, g) decreasing undesirable behaviors, h) punishment, i) specific punishment procedures, and j) a review of behavioral principles. The sequence is logical and maintains continuity from topic to topic. For each topic, the advantages, disadvantages, and problems that might arise are reviewed. The rationale for applying various principles, as well as the reciprocal nature of parent-child interactions, are emphasized.

In summary, the Behavior Management Group for Parents of Children with Developmental Disabilities appears to be a well-organized series of inservice training modules. When used by experienced trainers, this curriculum could be an invaluable guide for organizing a comprehensive parent training package incorporating group inservices and individual technical assistance formats. In addition, the effectiveness of this curriculum in achieving each of its three stated goals has some empirical support through field tests (Bass, Dube, Foster & Munson, 1986).

Available through:

The Shriver Center
University Affiliated Facility
200 Trapello Road
Waltham, MA 02254
(617) 642-0230

Reference

Bass, R. W., Dube, W. V., Foster, L., & Munson, L. (1986). A behavior management training model for parents of developmentally disabled children. In J. A. Mulick & R. F. Antonak (Eds.). Transitions in Mental Retardation: Vol 2. Norwood, NJ: Ablex Publishing Company.

15 Behavioral Management Training Manual

Reference:

Central Iowa Residential Service, Inc. (1987). Behavioral Management Training Manual. Marshalltown, IA: Central Residential Service, Inc. (255 pages plus appendices).

Target Audience:

Direct care staff serving persons with mild to severe disabilities in residential settings.

Summary:

This manual describes basic principles and procedures for developing, implementing, and evaluating program plans for persons with developmental disabilities. Twenty-one chapters arranged in six major sections are presented. Each chapter consists of narrative in an expanded outline format with supplemental materials included in several appendices. The manual is intended for use by direct-care staff as either a self-instructional text or inservice modules.

Review:

The intent of this manual is to train direct-care staff for their roles as service providers in agencies serving persons with developmental disabilities. Training focuses on developing competencies in understanding the basic principles and procedures of behavior modification. Also discussed are program design, implementation, and evaluation, as well as general service delivery issues.

There are six major sections to this manual. Section I defines basic behavioral terms (operant, respondent, reinforcement, punishment) in two chapters. The next three chapters cover topics under the second section, *Basic Behavior Management Procedures*. In this section, reinforcement and punishment procedures are given more in-depth coverage, with discussion of methods for determining reinforcers and the role of antecedent events. Section III is unique in describing the political aspects of residential settings and in three chapters (6, 7, & 8) outlines a system for including residents in daily decisions and everyday interactions. Section IV briefly presents ethical issues, listing and defining the rights afforded persons receiving services. The final two sections (V and VI) describe procedures for implementing habilitation programs designed to teach skills or modify behaviors. The twelve chapters in these two sections include narrative on defining behavior, recording behavior, and writing behavior management programs, as well as on treatment strategies.

Each chapter consists of narrative material that adheres to an outline format. Subsections of chapters are divided by review questions designed to elicit essay type answers from readers. Narrative examples are frequently used to illustrate particular topics. Although not all of the

examples are particularly relevant to the field of developmental disabilities, most help clarify the principle or procedure discussed. Some examples, such as the use of time-out for playing a stereo too long, are inappropriate. In addition to the 21 chapters, six appendices provide supplemental materials. Most of these materials consist of sample data sheets, worksheets, and answers to chapter questions. An in-depth discussion of reinforcement schedules and a glossary of terms make up two of the appendices.

Important topics for direct-care staff -- such as distinguishing between natural and artificial consequences, graphing and evaluating data, and promoting participation of persons with developmental disabilities in daily decision making -- are included in this manual. However, some topics (e.g., generalization , functional analysis) are not developed fully enough to reflect current practices. In addition, the manual introduces terms such as, "punishment after a fixed number of occurrences (PAFNO)" that are rather unconventional. Finally, the manual tends to reflect a more traditional approach to the management of problem behaviors, that is, by the application of overriding and powerful contingencies with little discussion of more ecological approaches to the treatment and prevention of excess behavior.

Overall, this manual gives direct-care staff an overview of basic behavioral principles and their application to program design for persons with developmental disabilities. Due to the technical language used, the manual may be most appropriate as either a supplement to inservice training or as a self-instructional text for staff with some background in this field. Examples seem geared towards staff serving persons with mild to severe functioning levels.

Available through:

Central Iowa Residential Services, Inc.
1002 South 12th Avenue
c/o Ann Grosscup
PO Box 1356
Marshalltown, IA 50158
(515) 752-5762

17 Behavior: Practical Strategies for Human Service Workers

Reference:

Anderson, B., Davey, K., Green, K., Mixan, J., Hitzig, W., & Keith, K. (1985). Behavior: Practical strategies for human service workers. Omaha, NE: Meyer Children's Rehabilitation Institute, University of Nebraska Medical Center.

Target Audience:

Direct care staff and students entering human service agencies serving persons with developmental disabilities.

Summary:

Basic principles of behavior analysis and teaching methodology, as well as procedures and formats for selecting and writing behavioral objectives, are covered in this module. The text is organized around five chapters with each chapter divided into two to ten lessons. Specific topics are presented in narrative with numerous examples and review exercises. Planning inservice and preservice training for current or student human services workers is described in a separate instructor's manual.

Review:

Many of the principles and technologies of applied behavior analysis are relevant to a wide range of human services. Practitioners or students entering employment in public education, vocational rehabilitation, developmental disabilities, child care, and corrections could benefit from inservice or preservice training in applied behavior analysis. Behavior: Practical Strategies for Human Service Workers is a manual designed to be used for providing such inservice or preservice training. Although most of the examples are geared towards those involved in the habilitation of persons with developmental disabilities, there is sufficient generality to make the materials useful for training persons in other fields as well.

These materials could probably best be used as written supplements to inservice/preservice lectures. To facilitate this approach, separate trainee and instructor manuals are available. The instructor's manual contains guidelines, suggested activities, and structured examinations for organizing a series of inservices. Trainee manuals contain narrative, examples, and review exercises that could be used as a self-instructional supplement or as a follow-along guide to inservice presentations.

The narrative is organized around five chapters. Chapters are further divided into two to ten lessons, with each lesson covering a separate topic. The final chapter synthesizes previous information into an overall plan for achieving selected goals for individuals.

Beginning with a description of these goals and their establishment, successive chapters deal with: 1) writing behavioral objectives and measuring behavior; 2) basic behavioral principles including topics such as reinforcement, extinction, punishment, shaping, fading, and chaining; 3) assessment; and 4) achieving goals and objectives. The bulk of the content is devoted to the ten lessons in the basic behavioral principles chapter.

Each chapter contains numerous exercises, such as fill-in-the-blank questions along with exercises in judging the quality of behavioral objectives and in graphing data; these offer ample opportunities for participants to practice the skills described in the narrative. The chapters on goal setting and writing behavioral objectives are clear and concise. Equally concise are the discussions on basic behavioral principles. This brief treatment may, however, be a disadvantage with topics such as shaping and modeling. Teaching methodologies, such as task analysis and prompting, are described in more detail. This emphasis on skill building and teaching is clearly important for human services workers, particularly those in the developmental disabilities field. One neglected area is the use of time-delay as a fading strategy. Instead, fading is described in terms of graduated guidance only.

Overall, these materials could be used as a self-instructional supplement to a series of five inservice sessions. The sequence of topics is logically arranged for such purposes. Although persons in a variety of fields would find these materials beneficial, those most likely to benefit would be persons in the field of developmental disabilities.

Available through:

Media Resource Center
Meyer Children's Rehabilitation Institute
University of Nebraska Medical Center
444 South 44th Street
Omaha, Nebraska 68131
(402) 559-5700

19 How To Teach Series

Reference:

Azrin, N. H., Besalel, V. A., Hall, R. V. & Hall, M. C. (Eds.). (1980). How to Teach Series. Austin, TX: Pro-ed (16 books of about 30-45 page each).

Target Audience:

Parents, teachers, employers, and direct care staff working in residential, community, or institutional settings with child, adult, or handicapped populations.

Summary:

The How To Teach Series consists of 16 paperback editions, each covering application of a basic principle in applied behavior analysis. Examples include, *How to Select Reinforcers, How to Use Shaping,* and *How to Plan for Generalization.* Each edition in the series is authored by recognized experts in the field. Beginning with a brief introduction to the topic under concern, each volume defines and illustrates the principle being addressed. Specific examples and exercises are then provided to teach the reader applications of the technique under discussion. Quizzes and exercises typically are offered to test mastery of the principle being taught.

Review:

The 16 books in this series cover basic principles and specific behavior modification techniques in a clear and concise manner. Each volume covers a separate and well-defined topic. For example, there are separate volumes on selection of reinforcers, use of planned ignoring, and maintenance of behavior. Taken as a whole, the books in this series provide detailed coverage of a number of the most widely applied principles and techniques in behavior modification.

Format varies depending on the specific topic. Generally, each principle is introduced with a brief narrative and definitions of key terms. Specific examples relevant to home, school, or business help illustrate major terms and principles. Numerous application exercises provide readers with hands-on practice with the principles under discussion. For example, after reading a definition of reinforcer, readers are given space to answer the question, "What is a reinforcer?" and to list potential reinforcers. This organization takes readers from the abstract to the concrete with ample opportunity to rehearse and master the material.

Content of individual books also varies with the topic under discussion. Generally, each topic is covered in a clear, concise, and complete fashion. Not only are specific procedures described in sufficient detail to allow readers to implement them, but practical examples and record keeping systems are described to facilitate implementation.

One advantage to using the books in this series is the breadth of coverage they provide. In addition, selected topics are able to stand alone, allowing readers to concentrate on those most relevant to their situation. Finally, the clear style and practical examples presented in these volumes help the reader to implement the techniques discussed. A potential disadvantage, on the other hand, is that separate coverage of each topic may cause readers to miss the larger picture should they read only a few of the volumes without having sufficient background.

In summary, parents, employers, educators, and direct care staff will find much useful information in this series and will learn many practical techniques for interacting better with children, employees, students or persons with developmental disabilities. As introductory inservice training materials, the How to Teach Series would be an excellent selection.

Available through:

Pro-ed
5341 Industrial Oaks Boulevard
Austin, TX 78735
(512) 892-3142

21 Introduction to Serving Persons With Developmental Disabilities

Reference:

Anderson, B., Davey, K., Green, K., Mixan, J., Hood, L., Hitzig, W., & Pickett, A. L. (1985). Introduction to serving persons with developmental disabilities. Omaha, NE: Meyer Children's Rehabilitation Institute, University of Nebraska Medical Center.

Target Audience:

Parents, direct-care staff, educators, case managers, advocates and others involved in planning habilitation for persons with developmental disabilities.

Summary:

This manual makes explicit the functions, values, and ethics of service delivery for persons with developmental disabilities. Emphasizing the role of paraprofessionals in individual program planning, 20 lessons are presented in five chapters. Each topic is described in narrative with examples and application exercises provided. Practical and philosophical information is presented for individual program planning using a team process.

Review:

In addition to implementing programs and teaching new skills, paraprofessionals play a vital role in the daily personal lives of persons with developmental disabilities. Because of this, paraprofessionals have a major ethical responsibility. Ethical training that includes learning an appropriate set of values, knowing the rights of persons with disabilities, and using this information to prepare individual plans is, therefore, a crucial area of need. This manual fills that need.

The manual is intended to serve as a supplemental self-instructional guide to inservice or preservice training for paraprofessional staff. Separate trainee and instructor manuals are available.

The trainee manuals are divided into five chapters and separate lessons. The topics covered are presented in narrative form with numerous examples and practical exercises, allowing trainees to apply the skills covered in each lesson. Beginning with a discussion of the functions and ethical responsibilities of human service workers, successive chapters cover: 1) values, communication skills, and problem solving; 2) principles of value-based services, including a brief historical overview, legal rights, normalization issues, etc.; 3) individual planning; and 4) introduction to the team process. Each topic is presented in a clear and concise manner with practical examples to illustrate the topic under discussion. In addition to describing the mechanics of team planning, useful suggestions and strategies for including the person with a disability into the process are provided and emphasized.

Overall, this manual can enhance paraprofessional preparation for the administrative aspects of service delivery. In addition, the text promotes humane and ethical attitudes and practices. The clear writing style makes it ideally suited for paraprofessionals with little experience, as well as those with ample experience.

Available through:

Media Resource Center
Meyer Children's Rehabilitation Institute
University of Nebraska Medical Center
444 South 44th Street
Omaha, Nebraska 68131
(402) 559-5700

23 Lifestyles: A Self-Guided Approach For Persons in Transition From Special Education to Adult Living and Working Environments

Reference:

Allen, W. T. (1987). Lifestyles: A self-guided approach for persons in transition from special education to adult living and working environments (2nd draft). Rohnert Park, CA: Sonoma State University, California Institute on Human Services (121 pages).

Target Audience:

Parents, guardians, and advocates for children or adults with developmental disabilities, particularly for those about to leave public school settings.

Summary:

This module describes a process for developing a "lifeplan" as a means of coordinating and selecting appropriate goals for community integration of individuals with developmental disabilities. Included with the narrative describing this process are numerous checklists, assessment forms, and review sections that assist the reader in collecting important information and checking their own retention of presented materials. The 15 sections present a task analysis of the lifeplan process for constructing comprehensive and future-referenced Individualized Habilitation Plans (IHPs). This information is presented in sufficient detail to allow parents, guardians, or advocates for persons with developmental disabilities to plan systematically for the future.

Review:

In addition to learning how to effectively teach persons with developmental disabilities, it is equally important to decide what to teach. Often, little consideration is given to this latter issue. The purpose of a lifeplan is to ensure the selection of appropriate future-referenced goals. By following this module's systematic process for constructing such a plan, parents, guardians, and advocates can increase coordination of resources and promote the fullest participation in the community by the person with developmental disabilities.

The format of the module is a workbook with numerous review exercises and sample forms to give readers opportunities to answer questions and collect information for constructing a lifeplan. Essentially, the lifeplan process is presented as an expanded task analysis. For each step of this task analysis the content provided is presented in a clear and highly readable format, including use of boldface type to highlight each step in the process.

Nine sections are logically sequenced to describe the entire process. Constructing a lifeplan involves assessing various living, vocational, school, and leisure options to determine the skills

required in each of these environments. Once these skills have been identified, those critical steps that need to be taken by any given individual are delineated in a clearly presented process. Many of the things to look for when assessing various options are succinctly outlined in a checklist format; these checklists help to develop an inventory of community environments. Equally useful guidelines are offered for delineating the skills required for participation in the environments assessed.

In addition to the construction of a lifeplan, the module provides a good discussion of the various learning and curriculum modules. The advantages and disadvantages of the developmentally-oriented functional skills models, remedial skills model, and the advocated individualized critical skills model are briefly presented. While the focus of this module is on selecting goals, a brief general overview is also given on basic teaching methodology.

Overall, Lifeplan: A self-guided approach for persons assisting students in transition from special education to adult living and working environments is unique in its focus on comprehensive and systematic planning for persons with developmental disabilities. It is a recommended manual, not only for parents, guardians, or advocates, but also for all persons who may have input into the individualized program plans for persons with developmental disabilities. This easy to follow process will provide useful assessment information for the selection of appropriate goals.

Available through:

Training for Adult Community Transition (TACT)
Sonoma State University
California Institute on Human Services
Rohnert Park, Ca 94928
(707) 253-6890

25 Managing Behavior Series

Reference:

Hall, R. V. (Ed.). Managing Behavior Series. Austin, TX: Pro-ed.

Target Audience:

Intended for parents or teachers.

Summary:

The three volumes of the Managing Behavior Series serve as an introduction to the basic principles of behavior modification, covering the principles (e.g., reinforcement, generalization, discrimination), the measurement and assessment of behavior, and the application of behavior management techniques in the home or school at a level appropriate for parents or teachers. This series would serve as excellent background materials for both the How to Teach Series and Teaching the Autistic Series.

Review:

The three volumes in this series provide a fairly complete summary of the basic principles of behavior modification. By describing these principles (e.g., reinforcement, stimulus control, operant and respondent conditioning) readers are introduced to the science of human behavior and also given the tools (e.g., measuring behavior, analyzing contingencies) for application of these principles. All of this, when put together, will assist parents and teachers to effectively manage at least some of the behavior of their children and students to achieve desired outcomes.

With a standard textbook format, numerous review exercises add a dimension of programmed instruction to the materials. Frequent sub-headings and visual displays offset and highlight different sections. The writing style is clear and concise. All of these features make the books in this series easy to read.

Each book does a good job of providing complete coverage of the topics. Technical terms are defined precisely and supported with everyday examples that nicely illustrate major concepts. Quizzes help test mastery of presented materials. In addition to a thorough coverage of major principles (e.g., shaping, reinforcement schedules), minor but equally important topics (e.g., providing opportunities to make responses) are presented in a manner that enables readers to actually implement specific techniques.

When command of basic principles has been acquired, application to specific situations can occur. Organized in such a way to promote this application, the three books in this series can be

a welcomed addition to the inservice training of all persons having a vested interested in educating children or interacting better with people in general. One disadvantage is that the examples may not be specific enough for persons dealing exclusively in the developmental disabilities field. Overcoming this potential disadvantage could be easily accomplished by enlisting the other how-to series books.

As a total package, this series would make a valuable ongoing resource and initial set of training materials for a wide audience, and particularly for persons interested in the application of behavior modification to the areas of education, employee relations, and habilitation of persons with developmental disabilities.

Available through:

Pro-ed
5341 Industrial Oaks Boulevard
Austin, TX 78735
(512) 892-3142

27 Neighborhood Living Project: Behavior Management Package

Reference:

Newton, J. S. (1987, April). Neighborhood living project: Behavior Management Package. Eugene, OR: University of Oregon (86 pages).

Target Audience:

Direct-care and supervisory staff in community living services for adults with developmental disabilities.

Summary:

With a focus on teaching alternative adaptive skills, the Neighborhood Living Project: Behavior Management Package presents indepth coverage of select procedures for the management of disruptive behavior. Arranged in a expanded outline and programmed text format, the module includes numerous examples to illustrate each topic. Major content areas include the functional analysis of behavior, positive and negative reinforcement, selection of appropriate interventions, teaching of new adaptive behaviors, and evaluation of graphed data. Case study vignettes give readers the opportunity to practice selecting appropriate interventions based upon given information. The detail and clarity of presentation make these materials appropriate for direct-care and management level staff serving adults with developmental disabilities in community settings.

Review:

Once certain basic principles have been covered, few training modules address more complex behavior management issues in any detail. In contrast, the Neighborhood Living Project Behavior Management Package provides an indepth treatment of several subtle issues involved in the effective management of disruptive behavior. With a focus on positive approaches and the development of alternative adaptive skills, this module provides an overview of several select topics, enabling staff to better plan interventions for adults with developmental disabilities.

The text is arranged in an expanded outline, programmed instruction format. The narrative is punctuated by fill-in-the-blank questions for readers to complete, with answers provided on the right one-quarter of each page. Key words are also inserted into this right section, facilitating organization of topics. The coverage of topics is structured in a logical sequence. However, this structure could have been improved by the judicious use of headings or differing type styles. Overall, the format encourages reader participation and comprehension, and provides immediate feedback for reader responses.

Many professionals are re-awakening to the importance of determining the "causes" of excess behavior. Consistent with this awareness is the text's comprehensive coverage of functional

analyses, including information on conducting a functional analysis and using information obtained through the analysis in planning appropriate interventions. Details are also provided about using reinforcement procedures, teaching adaptive skills, and evaluating graphed data. Although some decelerative procedures are described (e.g., time-out, response cost) the emphasis is clearly on the use of positive proactive interventions.

Not only is the depth of coverage impressive, but the clarity and style of presentation make the manual a pleasure to read. Despite its length, readers should have no trouble working through the text in three to four hours. In addition, there are several case-study vignettes that present descriptive information, giving the reader the opportunity to select an appropriate intervention. Testing oneself with these vignettes is actually fun. The examples are also realistic.

Evaluation of graphed data is a necessary component of any intervention program, and this manual assists readers in learning to analyze and interpret graphed data. Constructing graphs, analyzing trends, and matching decisions to observed trends are all described in a clear and systematic fashion. One shortcoming of the material may be the relative lack of emphasis given to data collection and behavior measurement. Since most readers may have a background in more basic behavior management issues prior to contacting this text, this lack of measurement emphasis is probably less of a problem than it would be for more introductory level materials.

For readers with a solid background in basic behavior modification principles, the Neighborhood Living Project: Behavior Management Package provides an excellent follow-up reference and training manual. The focus is geared toward the functional analysis of behavior and selection of appropriate interventions for the treatment of excess behaviors. This manual would be appropriate for both direct-care and management level staff working in community-based residences for adults with developmental disabilities.

Available through:

Specialized Training Program, College of Education
University of Oregon
Eugene, Oregon 97403-5215
(503) 686-3591

29 Non-aversive Behavior Modifications: Lecture Notes

Reference:

LaVigna, G. W., & Willis, T. J. (1987). Non-aversive behavior modifications: Lecture notes. Los Angeles, CA: Institute for Applied Behavior Analysis.

Target Audience:

Direct-care and professional staff in residential, day program and school settings serving persons with severe developmental disabilities.

Summary:

These lecture notes, distributed in conjunction with the 2-day workshop on non-aversive behavior modification, provide a detailed outline of the presented material. The notes are divided into three sections covering the rationale for the use of non-aversive approaches, positive programming interventions, and assessment issues respectively. Focusing on the treatment of excess behaviors, such as aggression, self-injury, and tantrums, the notes corresponding to the workshop presentation are clear and comprehensive.

Review:

The outline format of this printed inservice material with its accompanying space for notes allow users to generate their own comments corresponding to specific topics. In addition, the references scattered throughout the outline provide a means for obtaining background information on some of the topics covered. Both of these features should make the format highly usable.

To be truly effective, however, the materials should be accompanied by attending the authors' two-day workshop. It is doubtful that these notes could be used by persons other than professionals already familiar with the literature in this area without workshop participation. In addition, while the references provided are an excellent source of classic studies, most of the topics covered lack appropriate references. Of the 22 references cited in the notes, nine (41%) are clearly examples of the implementation of punishment procedures to reduce excess behavior. However, given that the major focus of this material is building a rationale against, and a technology to replace, the use of punishment procedures in the treatment of excess behavior, at least a similar percentage of studies related to this goal would reasonably be expected. It turns out that only five (23%) of the references are empirical studies dealing with non-aversive techniques. The bibliography is limited as a reference list on the literature about alternatives to the use of punishment procedures. As a resource guide for new participants, the lecture notes would be of limited value.

The notes do, however, cover a breadth of topics with particular relevance to the treatment of excess behavior in learners with developmental disabilities. Not only are fairly standard topics covered (e.g., defining behavior, measurement issues, basic programming options, such as DRO and DRI etc.) but also more sophisticated topics, such as educational and social validity, integration and normalization, the functional analysis of excess behavior, and ecological assessment. One drawback to covering so many involved topics is the limited depth of coverage for some. The inservice itself lasts slightly over 11 hours. Given the range of topics and the level of sophistication, the most appropriate audience would seem to be persons with a solid background in the basic principles of applied behavior analysis and extensive experience in the education of persons with developmental disabilities.

In summary, the inservice materials, Non-Aversive Behavior Modifications: Lecture Notes contains useful outlines for participants in the workshops presented by The Institute for Applied Behavior Analysis. The background references may also prove useful, although somewhat limited in scope. This material covers all of the basic principles and includes discussion of more sophisticated "state-of-the-art" practices. Because of the range of topics covered in the 11-hour workshop, some probably cannot be presented in all their complexity.

Available through:

Institute for Applied Behavior Analysis
1840 W. Imperial Hwy.
Los Angeles, California 90047
(213) 649-0499

31 Problem Behavior Management: Educator's Resource Service

Reference:

Algozzine, B. (1987). Problem behavior management: Educator's resource service. Rockville, MD: Aspen Publishers, Inc. (485 pages).

Target Audience:

Teachers of children and adolescents who exhibit behavior problems.

Summary:

This series consists of 10 units that cover basic principles and specific strategies for managing a range of academic and emotional problems in the classroom. Supplements to these units and updated literature reviews are provided to subscribers on a semi-annual basis in February and September. Overall, Problem Behavior Management is a comprehensive resource manual for experienced educators, particularly those teaching children or adolescents with mild disabilities who exhibit emotional or behavioral problems. Included in the eclectic discussions of treatment orientations, which range from operant conditioning to transactional analysis, are specific step-by-step strategies for improving academic and social skills. Separate sections are devoted not only to the management of specific problem behaviors (e.g., emotional problems, physical violence), but also to the prevention of such problems and integration of related therapies (e.g., music, play, and art therapy).

Review:

This publication covers a wide range of topics in the following order: a) basic behavioral principles, b) treatment perspectives, c) general skill improvement, d) emotional problem improvement, e) social problem improvement, f) related therapies, g) improving skills of secondary students, h) controlling physical violence, i) preventing problem behaviors, and j) managing problems of young children. Formats vary somewhat, but units contain narrative introducing each topic, followed by a rationale, illustrative examples, steps in application of specific strategies and a listing of the advantages and disadvantages of each strategy, technique, or approach. Each unit addresses a specific topic with critical overlap between units. The progression from unit to unit follows a logical sequence. The ordering and content are advantageous in that particular units of interest can be extracted and used in isolation. However, the overlap may be repetitive for those who use the entire document for training.

The material clarifies integrated aspects of managing problem behaviors, and points out that many problems reflect a lack of more appropriate social skills. Extended discussions of strategies for teaching and improving social skills are given. The orientation is eclectic with a stronger emphasis on applied behavior analysis, precision teaching, and systematic instruction

procedures. Approaches ranging from operant conditioning to transactional analysis are, however, discussed. The majority of content is based on practical strategies that could be implemented by classroom teachers. Most of the examples and strategies focus on interventions involving learners with mild disabilities. The level of difficulty seems most appropriate for experienced teachers with at least a passing familiarity with the topics.

Many of those strategies discussed are highly innovative applications of basic principles such as programmed instruction and differential reinforcement. Self-management techniques are also presented as applicable to a variety of problem areas with practical guidelines for implementation. In addition, the author suggests techniques to recruit and maintain parent follow-through, to conduct a child study team, to avoid teacher stress and burn-out, areas few other training modules cover.

While most of the examples are readily interpreted and would pose few implementation problems, some are questionable (seclusionary time-out) and others are confusing. Some of the physical restraint techniques recommended for emergency response to aggression may also prove difficult for teachers to master through a textbook approach.

In summary, Problem Behavior Management provides a wealth of practical examples for, and implementation strategies based upon, numerous theoretical approaches to the management of problem behaviors. The text is largely geared toward the types of difficulties in social, emotional and academic areas exhibited by mildly disabled learners. A teacher with some background in the topics discussed and a critically conservative eye would find several useful suggestions. The major strength of the text is its inclusion of topics often considered but rarely addressed (e.g., peer tutoring, parental involvement, stress management) and other topics (play, art, and music therapy) rarely exploited for improving the academic, social, and emotional behaviors of children and adolescents in classrooms.

Available through:

Aspen Publishers, Inc.
1600 Research Boulevard
Rockville, MD 20850
(301) 251-8500

33 Teaching Children With Special Needs: Program #4, Observing Behavior

Reference:

Bird, J. (Producer), & McCullough, T. (Director). (1972). Teaching children with special needs: Program #4, Observing behavior. Owings Mills, MD: Maryland Public Television.

Target Audience:

Classroom teachers serving regular and/or special education students.

Summary:

This 30-minute videocassette describes a three-step process for observing, describing, and interpreting problem behaviors in the classroom. The use of anecdotal records for objectively reporting observed behaviors is illustrated by use of narrative feedback on videotaped classroom examples. Recurring behavior patterns noted in anecdotal records are presented as one way to interpret behavior problems. Examples of remedial strategies are also provided.

Review:

Beginning with an example of a subjective and evaluative description of a student's behavior, this videotape outlines the rationale and usefulness of a three-step process for obtaining objective descriptions of problem behaviors in the classroom. The three steps are: a) observe behavior, b) describe what you have seen and heard, and c) interpret behavior based upon recurring patterns of described behavior. This process is meant to be followed in this specific order. To illustrate the process, videotaped sequences show students engaging in problem behaviors. Feedback and interpretation of these sequences are then given by narrators in an interview format. At the end of the videotape a one-minute sample gives viewers an opportunity to practice constructing an anecdotal report of a specific problem behavior.

One innovative and relatively practical technique introduced in this videotape is the writing of anecdotal reports by classroom teachers. This method is a means of collecting objective descriptions of a student's problem behaviors. Important elements to include in anecdotal reports are also provided. Examples of anecdotal reports in narration are superimposed over filmed sequences of student behavior. This feature allows viewers to see problem behaviors and hear an objective description at the same time.

The rationale for objective descriptions and the use of anecdotal reports are described briefly in the interview portions of the videotape. The purpose of collecting objective anecdotal records is to provide assessment information for planning remedial interventions to change behaviors.

The videotape emphasizes maintaining respect for children by avoiding judgmental and evaluative language. The use of anecdotal records would easily lend itself to objective description in a flexible reporting style. Interpretation and selection of remedial strategies based upon anecdotal records of behavior help illustrate the usefulness of observing and describing behavior in an objective manner. One disadvantage in this approach might be the difficulty of maintaining anecdotal records for more than one or two students.

Overall, this videotape outlines a process for observing, describing, and interpreting problem behaviors based upon an analysis of recurring patterns of behavior. Maintaining anecdotal descriptions of student behavior by following these three steps appears to be best suited for academic or social interaction problems displayed by typical elementary or secondary aged students. Students with learning or other mild disabilities might also be likely candidates for this approach.

Available through:

Maryland Public Television
11767 Bonita Avenue
Owings Mills, MD 2117
(301) 356-5600

35 Teaching in the Adjustment Training Center: A Training Manual

Reference:

Jewett, D. D. (1985). Teaching in the adjustment training center: A training manual. Vermillion, SD: University Affiliated Facility of South Dakota (142 pages).

Target Audience:

Direct care staff serving adults with developmental disabilities.

Summary:

Developed to teach direct care staff in South Dakota's Adjustment Training Centers, this manual provides a good introduction to the basic principles of behavior management and instructional strategies for adults with developmental disabilities. Organized in a textbook format, the 11 chapters of this manual cover a range of topics useful to direct care staff implementing Individualized Habilitation Plans (IHPs). Relevant examples illustrate specific points and procedures. A detailed rationale is provided for each specific topic and general implementation strategies are outlined. Several case studies are included to integrate key concepts. Clearly written, this manual can be quickly and easily understood by direct-care staff.

Review:

Direct-care staff working with adults having developmental disabilities are primarily in teaching roles. In order to be effective, they need to learn teaching strategies, gain information on the principles underlying these strategies, and acquire a forward, optimistic, respectful philosophy towards their position as teachers of persons with developmental disabilities. Teaching in the Adjustment Training Center: A Training Manual emphasizes these three themes.

This manual's chapters are organized in an orderly sequence. After a brief introduction, chapter one discusses the population under consideration and the need for individualized programming. Subsequent chapters cover topics including behavior assessment, reinforcement, decreasing behavior, proactive teaching, problem behavior management, reasons for program failure, communication, and generalization. Two case studies, found at the end of the material, help integrate previously discussed concepts. Sample graphs and data sheets are found in an Appendix.

Included in the discussion of each topic is a well-conceived rationale based on solid behavioral principles and illustrative examples. A major theme of this text is the understanding of causes behind certain behaviors. Consistent with this emphasis are detailed discussions of analysis of behavior to determine its controlling variables. Teaching new and alternative skills is equally stressed, as is programming for maintenance and generalization. Data collection and graphing

issues are described and the importance of collecting and using data for decision making is forcibly argued. Excellent discussions concerning prompting, fading, and extinction procedures are included.

Several advantages are evident in this material. First, discussions of each topic are comprehensive. Second, the text is clearly written with illustrative examples to aid reader comprehension. In addition, the style is direct and familiar. Third, the emphasis given to teaching and normalization, and the manual's optimistic tone may prove inspirational to staff.

Some of the disadvantages stem from omission of important information on topics such as the writing of goals and objectives. Measurement procedures for collecting data were discussed only briefly. While this text provides an excellent rationale for each topic, it is somewhat long on rationale and short on actual descriptions of procedures.

Overall, Teaching in the Adjustment Training Center: A Training Manual is a clearly written and easily read text. Basic behavioral principles are covered and examples relevant to teaching persons with developmental disabilities help illustrate these principles. For persons who teach adults with developmental disabilities, this manual could be used as inservice and continuing reference materials. It also delivers an optimistic message regarding the teaching role of direct-care staff.

Available through:

The University of South Dakota
School of Medicine
University Affiliated Facility of South Dakota
Center for the Developmentally Disabled
414 East Clark Street
Vermillion, SD 57069
(605) 677-5311

37 Teaching the Autistic Series

Reference:

Luce, S. C., & Christian, W. P. (Eds.). (1981). Teaching the autistic series. Austin, TX: Pro-ed.

Target Audience:

Parents, educators, and direct care staff working with persons with autism and other severe developmental disabilities.

Summary:

Similar to the How to Teach Series, the Teaching the Autistic Series is intended to develop skills in the application of basic behavioral principles. The eight books in this series concentrate on the management of autistic behavior and development of self-care, vocational, language, and academic skills. Each volume is authored by leading experts and ranges from 30 to 62 pages. For use in training educators, parents, or direct-care staff responsible for learners with autism and other severely handicapping conditions, these materials offer background information and numerous application exercises. Each book takes the reader through the steps involved in the application of the basic principles and techniques under discussion.

Review:

The eight books comprising this series cover basic principles of behavior modification, as well as specific techniques particularly relevant to the education of persons with autism and other severe developmental disabilities. Authored by leading experts, each volume covers specific topics. There are volumes dealing with general instructional procedures (e.g., *How to Teach Autistic and Other Severely Handicapped Children*), public school instruction (e.g., *How to Integrate Autistic and Other Severely Handicapped Children into a Classroom*), as well as several specific and sophisticated topics (e.g., *How to Treat Self-Injurious Behavior, How to Use Sensory Extinction*). In total, the books of this series provide a fairly complete coverage of the foremost instructional techniques for persons with developmental disabilities.

Although each volume covers a separate and distinct topic, their overall format is similar. Each provides an introduction of key terms and concepts followed by a step-by-step implementation protocol. Examples and application exercises help illustrate the concepts and provide practice in defining terms and listing procedures. Narrative is written in an easy-to-follow manner.

Content is complete for each of the topics addressed with up-to-date discussions of known factors that may affect treatment outcomes. There is solid empirical support listed for most of the procedures described. The relative specialization of each book ensures adequate coverage for

the many subtle factors involved in implementation of the procedures covered.

The style is clear, concise, and easy-to-follow. Illustrative examples and application exercises give the reader a better understanding of how to actually implement techniques described. Given the high prevalence of language problems in persons with autism and other severely handicapping conditions, one disadvantage to this series is the lack of a book covering vocal or graphic mode language training strategies. Although, there is an excellent volume entitled, *How to Teach Sign Language to Developmentally Disabled Children*, sign language may not be the optimal mode for all learners.

Overall, the eight books in this series would be valuable resources for teachers, parents, and direct care staff of persons with developmental disabilities. The full benefit of these materials may best be realized by persons having some background in the basic principles of behavior analysis.

Available through:

Pro-ed
5341 Industrial Oaks Boulevard
Austin, TX 78735
(512) 892-3142

39 Value-Based Skills Training Curriculum

Reference:

Value-Based Skills Training Curriculum. Media Resource Center, Meyer Children's Rehabilitation Institute, University of Nebraska Medical Center, 444 South 44th Street, Omaha, NE 68131.

Target Audience:

Direct service staff implementing habilitation programs for persons with mental retardation.

Summary:

The Value-Based Skills Training Curriculum consists of seven modules. These modules help personnel to select, develop, and implement habilitative programs. Behavior analysis strategies and the principle of normalization are emphasized. Narrative and numerous application exercises are combined to provide background information and practice in using the skills and principles discussed. These modules can be used as self-instruction tools or as supplements to the inservice training of educators and direct-care staff in residential, educational, or vocational environments serving adults or children with developmental disabilities.

Review:

In addition to covering the technical aspects of behavior management (e.g., defining target behaviors, measuring behavior, etc.), the Value-Based Skills Training Curriculum includes modules that provide an introduction to, and a rationale for, the incorporation of normalization principles (e.g., selecting age-appropriate and functional skills, community integration, etc.) into Individualized Program Plans (IPPs) for persons with mental retardation. Not only are a wide range of topics covered, but each individual module is comprehensive in its coverage. The module *Writing Behavioral Objectives*, for example, systematically illustrates the processes of defining target behaviors operationally, specifying the conditions under which the defined behavior is expected to occur, and stating criteria that will indicate precisely when an objective has been achieved. Other modules contain a similar level of detail, ensuring coverage of elements critical to that skill or principle.

The total curriculum consists of seven modules arranged in a logical sequence. Working through each module, readers add to the repertoire of skills built in previous ones. Unit three, as an example, outlines the major strategies for recording behavior (e.g., frequency recording, time sampling), building upon mastery of skills taught in previous modules (e.g., selecting goals, describing behavior). Combining narrative, numerous question and answer frames, and

and opportunities to practice implementing the skills or principles under discussion. Exercises are sufficiently clear and closely related to accompanying narrative and examples to ensure a high degree of success by readers. Immediate feedback is provided for each. In addition, the skills practiced are precisely those that educators and direct-care staff working with adults or children with developmental disabilities are likely to perform on a daily basis. Finally, the modules are written in a clear, easy-to-follow format, punctuated with lively illustrations, sample forms, and data sheets. Many of these forms and data sheets could be easily replicated for staff use.

As training materials, the Value-Based Skills Training Curriculum could be effectively used as a series of self-instructional modules. The programmed nature of this curriculum is well conceived and college-level staff should have no trouble working through individual units in 30-60 minutes. With less experienced personnel, the materials might better be used as self-instructional supplements to inservice presentations.

In summary, the Value-Based Skills Training Curriculum is a well-organized series of seven self-instruction modules covering a range of training topics appropriate for educators and direct-care staff. The examples and illustrations are oriented toward adults and children with mental retardation (with substantial disabilities), but those working with other populations would no doubt also find the materials of value.

Available through:

MCRI
University of Nebraska Medical Center
444 South 44th Street
Omaha, NE 68131
(402) 559-5700

41 Valued Outcomes System: Basic Inservice Training Package

Reference:

Newton, J. S., Stoner, S. K., & Moskowitz, D. (July 1988). Valued outcomes system: Basic inservice training package. Eugene, OR: University of Oregon (434 pages).

Target Audience:

Direct care staff in residences serving adults with moderate to profound disabilities.

Summary:

Part of a comprehensive system of service delivery, the Basic Inservice Training Package teaches direct care staff how to develop, implement, and monitor Individualized Habilitation Plans (IHPs) for adults with moderate to profound disabilities. This comprehensive programmed text includes numerous forms, examples, and practice exercises that encourage high-quality lifestyles in community residences. Included in this text are eight modules covering all aspects of individualized program planning with an emphasis on ensuring selection of valued community-referenced objectives for training and participation. Overall, the package describes an organized and efficient service delivery model ideally suited for community residential settings.

Review:

As people with developmental disabilities move increasingly into community settings, it becomes important to ensure that actual participation in integrated community environments follows. One means of ensuring integrated community experiences for persons with moderate to profound disabilities is to include goals and objectives specifying such experiences in the learner's Individualized Habilitation Plan. The Valued Outcomes Information System: Basic Inservice Training Package describes a comprehensive system for selecting, assessing, and teaching valued activities to persons with moderate to profound disabilities living in community-based residences.

The package is divided into eight modules. Each module covers a separate topic with narrative organized in a "programmed text" format. Along with clearly worded narrative are numerous sample forms, data sheets, checklists, and assessment tools. All of these sample materials are clearly described and offer opportunities to practice certain programmatic activities (e.g., selecting goals, evaluating data). In addition, blank forms are supplied, which could be adopted for use by staff. One advantage to having ready-made forms is the built-in organization and structure it provides to a program. In fact, the organization and structure of the entire package would be useful for developing a service delivery model in community-based residences. One potential disadvantage is that the sheer number of forms and steps involved may make the system some-

what cumbersome for new or inexperienced staff. Familiarity with the system should alleviate this potential problem.

The eight separate modules provide comprehensive training to staff in all aspects of program development. Beginning with a brief discussion of normalization principles, subsequent modules deal with valued activities selection, current skills assessment, IHP development, data management, training fundamentals, and basic behavior management. Since selection of valued training objectives is fundamental to an appropriate IHP, the bulk of the first three sections outline a process for determining individualized goals for persons with developmental disabilities. The process outline consists of detailed instructions for judging the quality of activities and for including parents, guardians, or advocates in the IHP development process.

Modules 4, 5, and 7 delineate a process of monitoring implementation of the IHP. Included are many practical suggestions for facilitating community integration in both training and participant activities. Providers and staff will find many useful suggestions for record-keeping systems. In addition, details such as how to conduct staff meetings to promote effective service delivery are described. These practical suggestions could prove invaluable to staff and supervisors alike.

The final two modules cover basic teaching techniques and behavior management strategies. Included are prompting and reinforcement strategies, as well as excellent examples of task analysis and data collection procedures. Though the focus in behavior management is on preventive strategies (e.g., ecological changes), development of formal behavior management programs is also discussed. Within this module, for example, is an excellent description of the use of ignoring as an extinction procedure.

In summary, the Valued Outcomes System: Basic Inservice Training Package is a comprehensive programmed text designed to teach direct-care staff an efficient process for developing, implementing, and monitoring Individualized Habilitation Plans for adults with moderate to profound disabilities. Emphasis is placed on selecting and ensuring learner participation in valued activities. Although the process for selecting valued goals, objectives, and scheduling implementation of Individualized Habilitation Plans is presented in detail, other aspects, particularly skill training and behavior management, are treated too briefly. A more advanced module published by the same project covers these topics in greater detail (see the review of Neighborhood Living Project: Behavior Management Package). In addition to being a useful self-instructional text for direct-care staff, supervisors and program directors would find this a worthwhile program development process to adopt on a large scale.

Available through:

Neighborhood Living Project
Specialized Training Program
College of Education, University of Oregon
Eugene, Oregon 97403
(503) 686-3591

Institute on Community Integration
University of Minnesota
6 Pattee Hall, 150 Pillsbury Dr. S.E.
Minneapolis, MN 55455